



Roy McCloud

@roybps

Sara Wilkie

@sewilkie

#bbang

Bling v. Bang!

Saturday, May 5, 2012

“You can’t just **sprinkle**

21st century skills on the
20th century doughnut.
It requires a **fundamental
reconception** of what
we’re doing.”

Christopher Dede
Harvard Graduate School of Education



<http://www.flickr.com/photos/superdupermanda/4950788746/>

Saturday, May 5, 2012

teachers are conscientious professionals.... our determination to reach students sometimes
compels us to shortchange our own learning process

Promises, Promises...

- action research
- advance organizers
- affective education
- assertive discipline
- alternative assessment
- authentic assessment
- back to basics
- background knowledge
- block scheduling
- bloom's taxonomy
- brain-based teaching
- character education
- charter school
- classroom management
- cognitive development
- cognitive dissonance
- collaboration
- computer-assisted instruction
- conflict resolution
- connectivism
- constructivism
- cooperative learning
- critical thinking
- cultural literacy
- curriculum mapping
- data-based decision making
- decentralization
- differentiated instruction
- dimensions of learning
- direct instruction
- discovery learning
- distance learning
- diversity
- effective schools
- enrichment
- esl
- essential questions
- experiential education
- formative assessment
- gifted and talented
- glce's
- globalization
- graphic organizers
- habits of mind
- high-stakes tests
- higher-order thinking
- homeschooling
- iep
- inclusion
- information literacy
- integrated learning systems
- interdisciplinary curriculum
- learning styles
- lifelong learning
- looping
- madelyn hunter lesson plan
- magnet schools
- mainstreaming
- manipulatives
- metacognition
- multiage classrooms
- multicultural education
- multimedia
- multiple intelligences
- nclb
- outcomes based education
- performance assessment
- personal learning networks
- phonics
- portfolios
- problem-based learning
- process writing
- professional learning communities
- project based learning
- rigor and relevance
- rubrics
- scaffolding
- service learning
- social constructivism
- socratic questioning
- spiraling curriculum
- standardized testing
- standards
- stem
- student-led conferences
- systemic reform
- teacher portfolios
- teaching for understanding
- technology integration
- thematic instruction
- tpack
- trade books
- understanding by design
- whole language
- writers workshop
- year round schooling
- 1-to-1 computing
- 21st century skills

<http://balancedtech.wikispaces.com>

Saturday, May 5, 2012

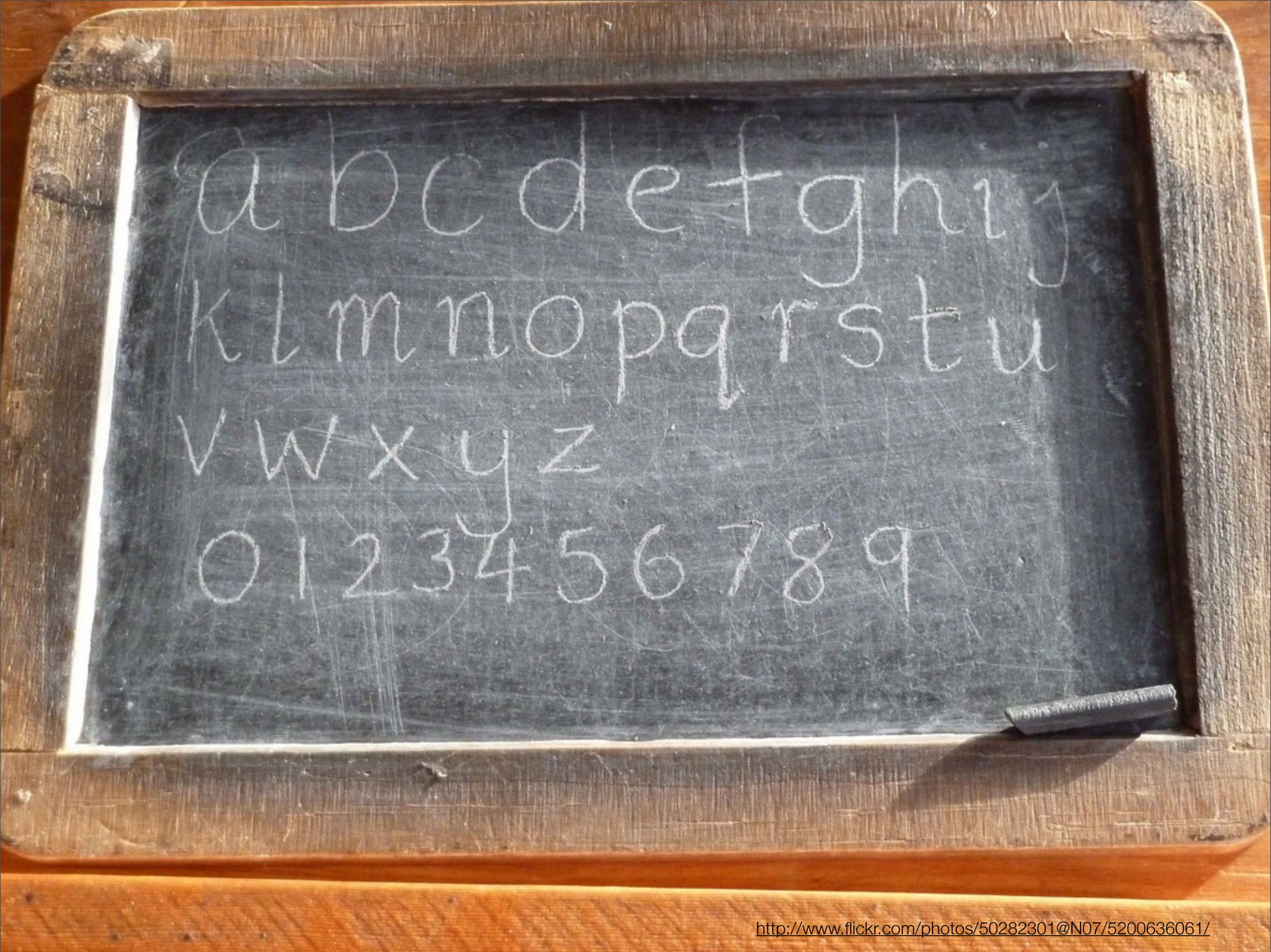
Edu landscape
so many initiatives
many worthy of time & attention but because they've been so many – they remain
unrealized potential....
and new ones get “piled on” – only so much time, energy, focus and investment to go
around.

Promises, Promises...



Saturday, May 5, 2012

Along the way... cascade of tech-related initiatives, tools, resources, requirements...



<http://www.flickr.com/photos/50282301@N07/5200636061/>

Saturday, May 5, 2012

Combine these pulls with the skills that we've always identified as critical to learners, and it begs Q...

Time & Money...

How & Where...



http://www.flickr.com/photos/original_gazart/

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Given amount of \$\$\$, energy & effort being put in to development of 21Ct T&L curriculum, pd, workshops, seminars, webinars, tools, programs, software...

What is the TRUE payoff?

Where is the
learning?

How can you tell?



http://www.flickr.com/photos/clover_1/1178035169/

Saturday, May 5, 2012



“Teachers are leaders and **inventors...**”

- Phillip C. Schlechty

<http://www.flickr.com/photos/gregory-moine>

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One of the things we DO have control over is the design of learning experiences
We can offer balance through our inventions & designs of learning experiences
Teachers Are Inventors



<http://www.pedalpusherslimited.co.uk/pedalscat/berg-ferrari-f1-junior-go-kart-p-948.html>

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When it comes to designing learning experiences that include the use of tools, we can offer kids bling!



<http://www.flickr.com/photos/danconger/4852192952/>

Saturday, May 5, 2012

Or
we can invent learning experiences that **offer kids opportunities to create Bang!**

That engage kids in the process of making donuts, as opposed to adding sprinkles

What's the Difference?

A. How should technology resources be integrated into the curriculum?

B. How should curriculum be designed to take advantage of the unique capabilities of technology?

World-wide
Unlimited
Amplified
Connected
Multi-modal
Challenging
Accessible
Meaningful
Collaborative
Authentic
Relevant
On-going
Real
Engaging
Provocative

Saturday, May 5, 2012

(2 min)

So here's the Q: What's the difference?

When you ask A, it puts technology 1st & "over" curriculum...it's easy to fall into bling! tends to produce sprinkles

Not until you ask B - that it becomes something about a fundamental re-conception of what we're doing

considers the learning experience, first -- what learning experiences can be offered through the use of these tools that would otherwise be impossible without them?



Saturday, May 5, 2012

Problem: there is no road map

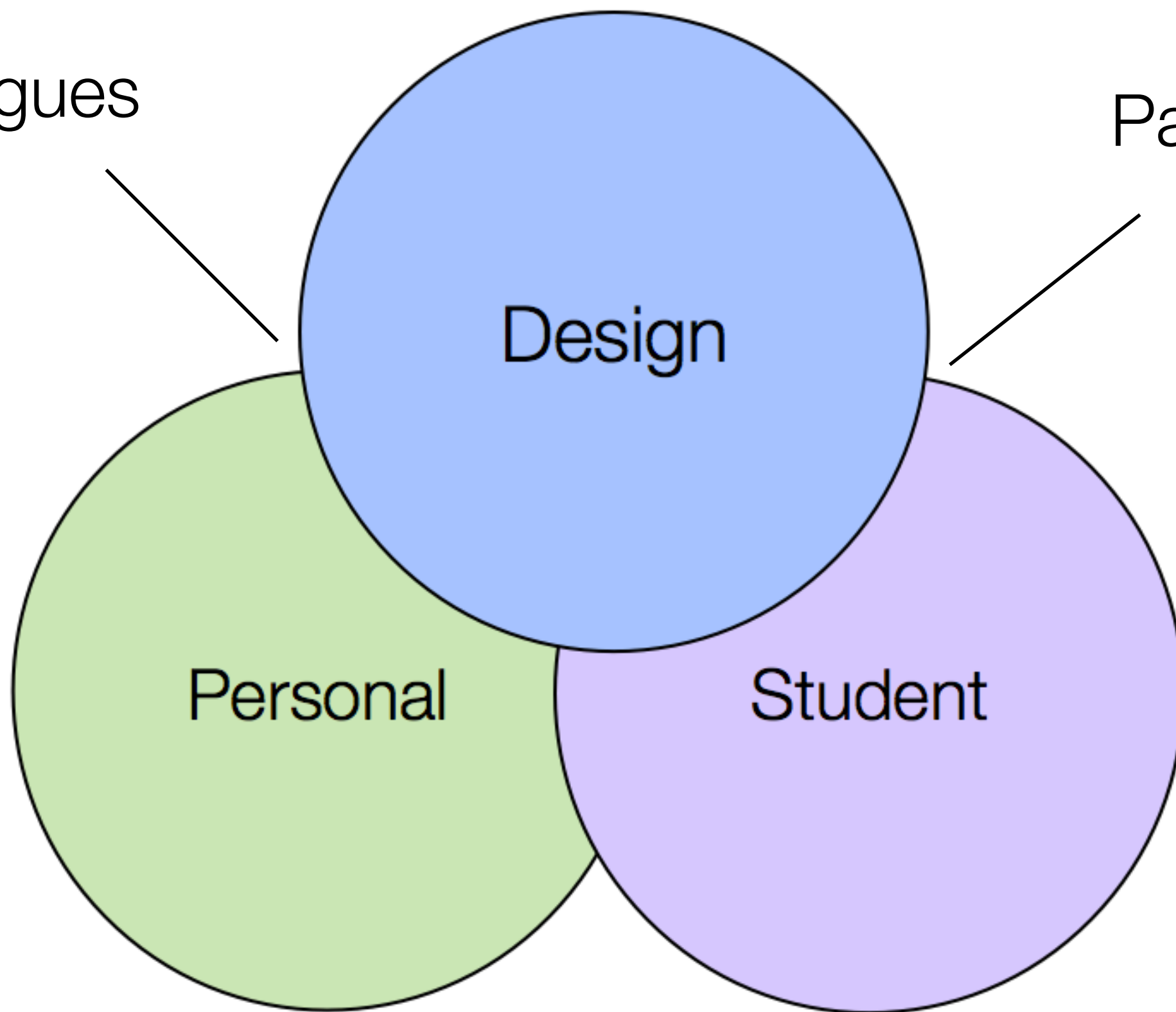
- teaching is heuristic endeavor (no road map, no formula – novel, problem-solving, always working on better solutions)
- using (TPaCK?) + SAMR + (HEAT?) to offer context in which to (re)consider learning opps providing students
- can't predict what this will look like, but we can provide stage on which we are able to improvise & invent work that draws out engagement, commitment & effort

“Change is a process,
not an event.”

- Chip & Dan Heath, Switch

Colleagues

Parent



Change happens in the process

Saturday, May 5, 2012

story

INSERT WONDER BLOGS???

What We Wonder...

56Thinkers Questioning, Connecting, Collaborating, Learning

January
20, 2012

Students as Learners and Teachers

Posted by sw13bps under [Discussion](#) | Tags: "student learning", engage,
learning, meta, video |[\[85\] Comments](#)

Please reflect on the video [A Brave New World-Wide Web](#) we viewed together in class today as you respond to each of the following questions:

1. What connections did you make to your own learning experiences?
2. What connections did you make to the experiences you've had teaching others?
3. This video was intended to move the thinking of educators. What did **you** take away from it?

Please add your responses to this post by clicking on the **Responses** button below.

Please note: you have the choice of entering your responses as text, audio or video message.

Once you have posted your answers to **each** question, click **Submit Comment** to save your post.

February 2012

M T W T F S S

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[http://blogs.birmingham.k12.mi.us/
whatwewonder/](http://blogs.birmingham.k12.mi.us/whatwewonder/)

Saturday, May 5, 2012

Teacher process change
Design process change
Student process change?



“Everything is hard
until it’s easy.”

<http://www.flickr.com/photos/jonnyhunter/1043775061/>

Carol Dweck

Saturday, May 5, 2012

bottom line – everything is hard until it’s easy!

requires thoughtfully tinkering your way toward change

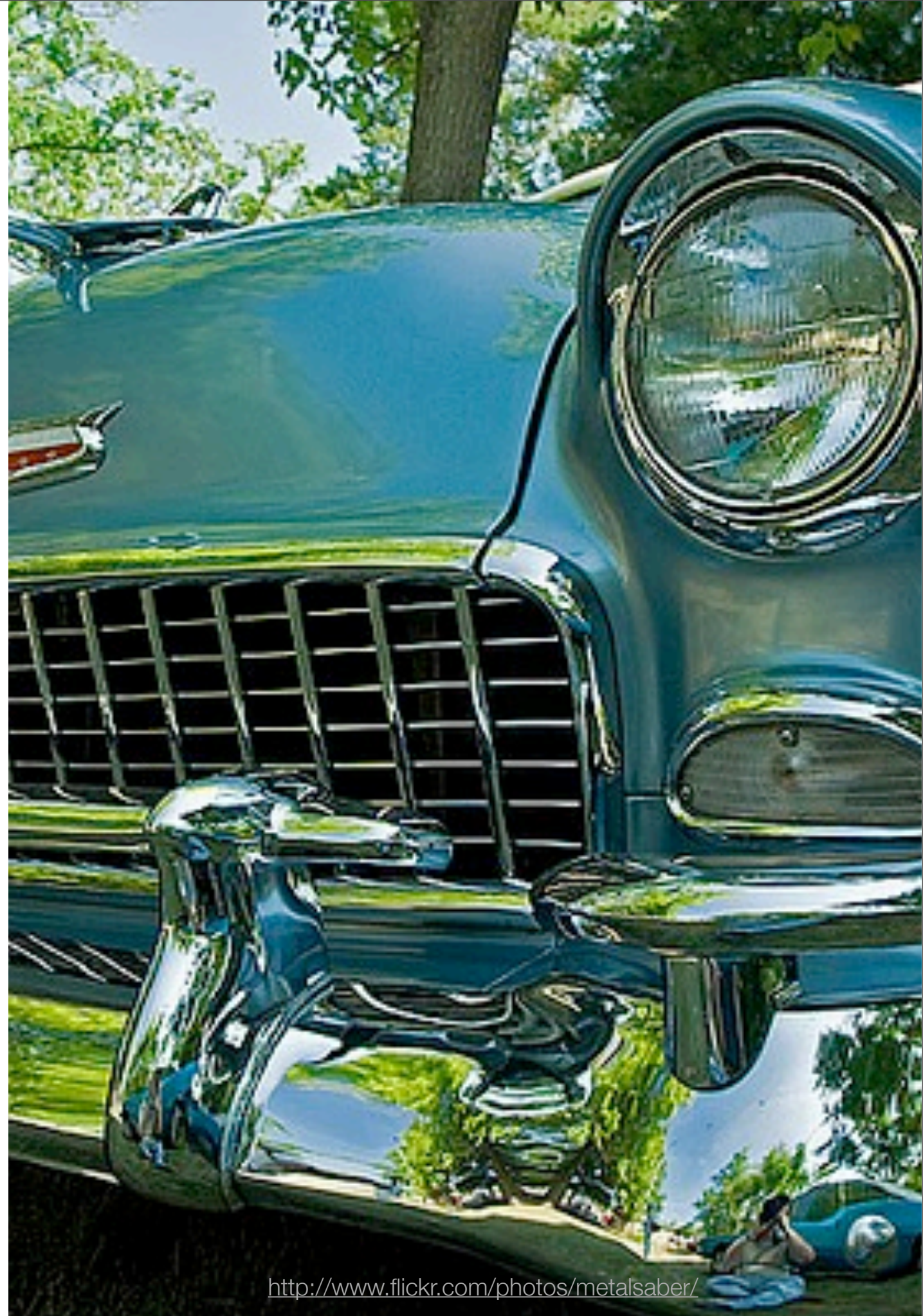
persistence & stick-to-itiveness

what we’re talking about is difficult, messy, “heavy lifting”

no neatly wrapped packages (binders) w/ nice, clean edges

Bling v. Bang!

1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?



Saturday, May 5, 2012

when you start to consider the role of teacher as designer/inventor...
3 distilling Qs to help balance bling & bang!

Complementary Lenses

- TPaCK - 5,000 feet
- SAMR - 1,000 feet
- HEAT - on the ground

1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?



Zooming in **past** the bling!

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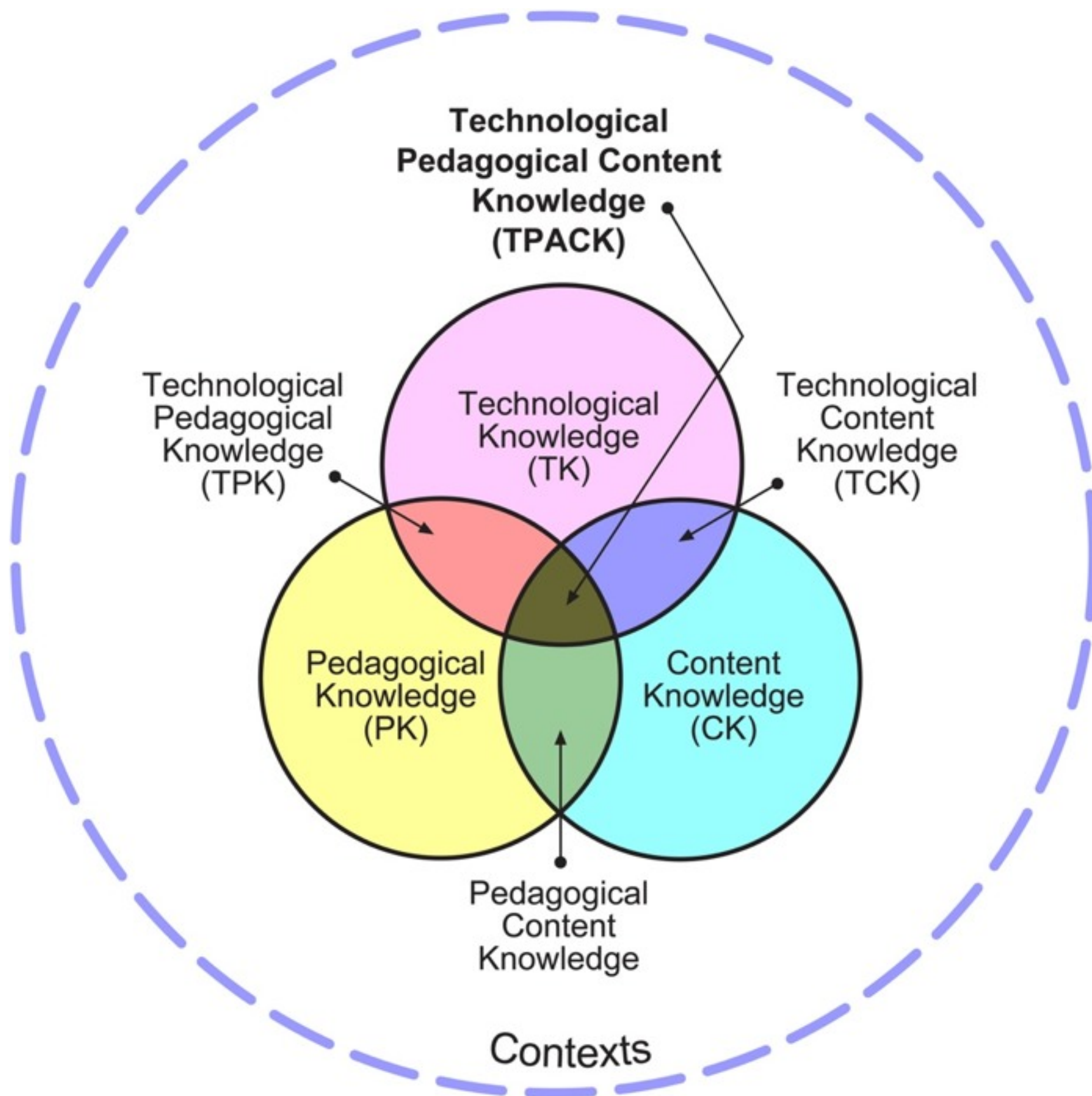
This session – step through one process for (re)considering design & payoff of student learning experiences each informs the other

Intro TPaCK



TPaCK

Koehler & Mishra
Michigan State University



<http://www.tpck.org/>

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Interplay: Technology, Pedagogy & Content

This is the “**stage**” - well rounded choreography dancer/actor stands at multiple places across stage

TPK - TCK - PCK

“what teachers do”

part of reason it's hard - complex interplay of the 3 different areas of learning

***process = time**

balance over time – allow yourself to dwell in the possibilities presented by the intersections of T,P & C

Looking Under the Hood

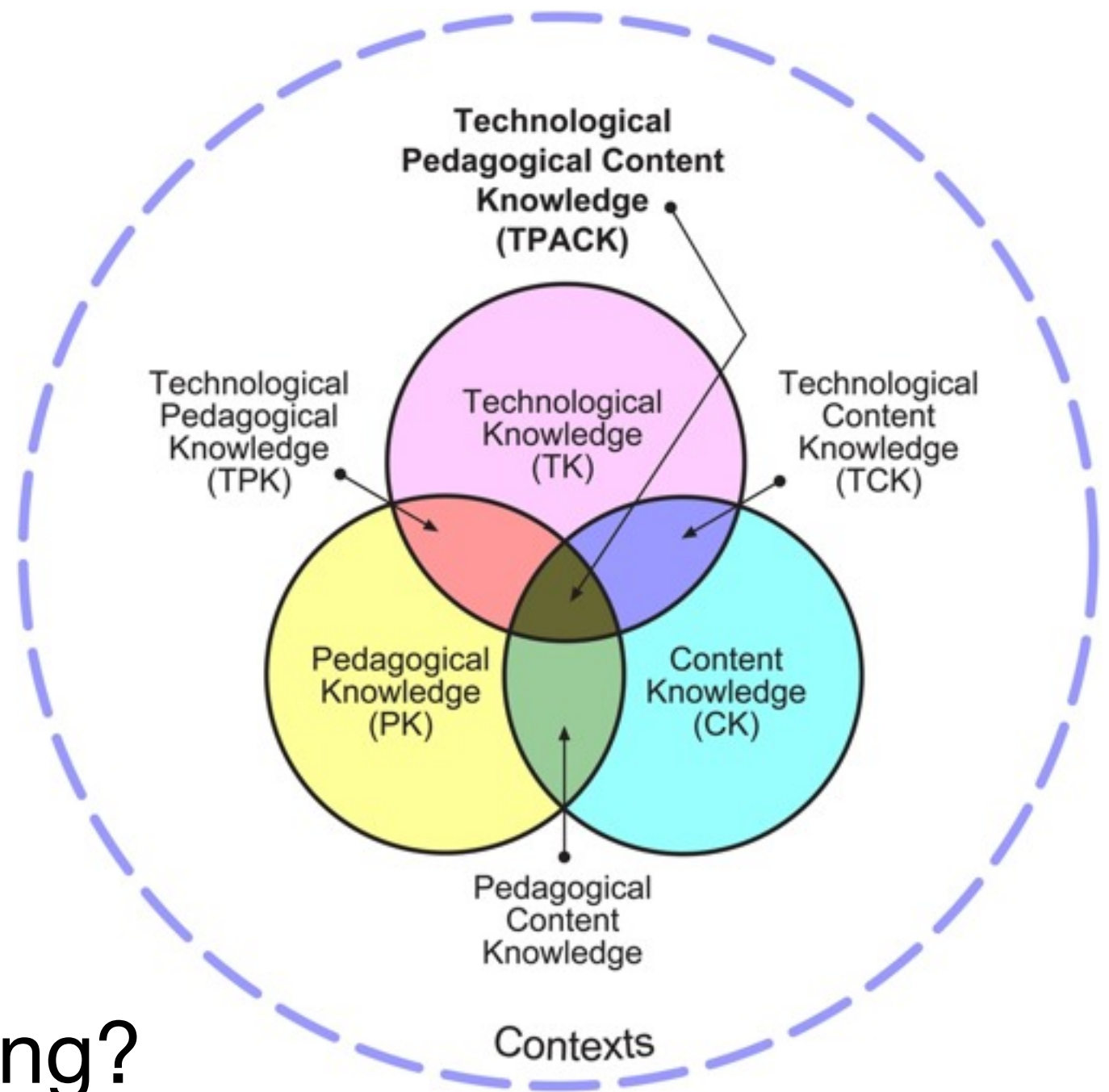
TPaCK



Saturday, May 5, 2012

“looking under the hood” through lens of TPaCK

Looking Under the Hood



1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?

Complementary Lenses

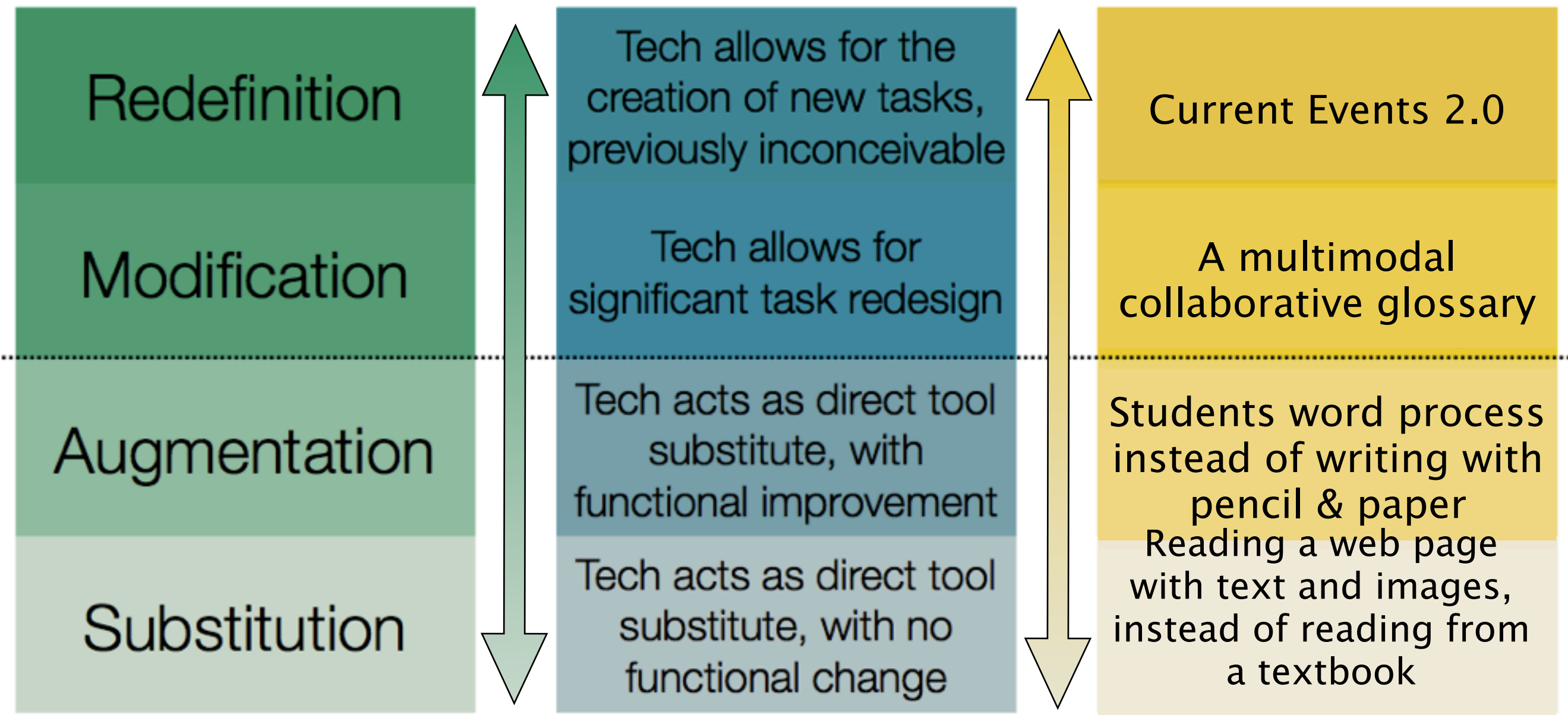
- TPaCK - 5,000 feet
- SAMR - 1,000 feet
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1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?



Zooming in **past** the bling!

Transformation



Enhancement

SAMR

Ruben Puentedura

<http://www.hippasus.com/resources/tte/>

Informating



Transformation



Redefinition

- Tech allows for the creation of new tasks, previously inconceivable



Modification

- Tech allows for significant task redesign

Automating



Augmentation

- Tech acts as a direct tool substitute, with functional improvement



Substitution

- Tech acts like a direct tool substitute, with no functional change



Enhancement



Based on SAMR Model by Ruben Puentedura and "Empowering Students with Technology" by Alan November

<http://langwitches.org/blog/2011/05/07/a-timeline-tool-set-skill-set-mind-set/>

Looking Under the Hood

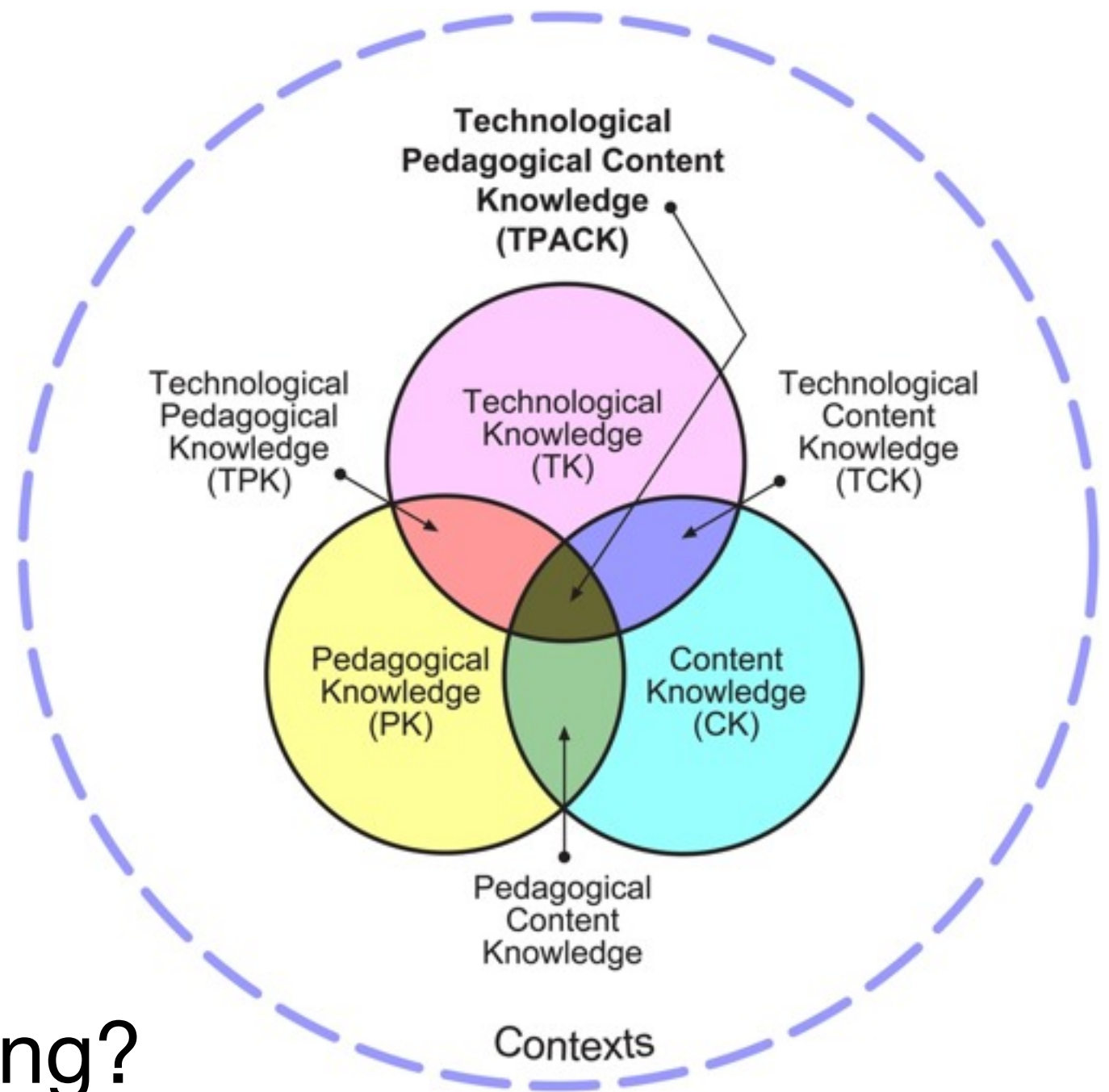
SAMR



<http://www.flickr.com/photos/gt8073a/5006933956/>

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Looking Under the Hood



1. Where is the learning?
2. How can you tell?
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Complementary Lenses

- TPaCK - 5,000 feet
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1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?



Zooming in **past** the bling!

Higher-order thinking
Engagement
Authenticity
Technology use

<http://loticonnection.com/HEATframework.html>





Technology use
supports the H-E-A...

<http://www.flickr.com/photos/aftab/2683898610/>

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Looking Under the Hood

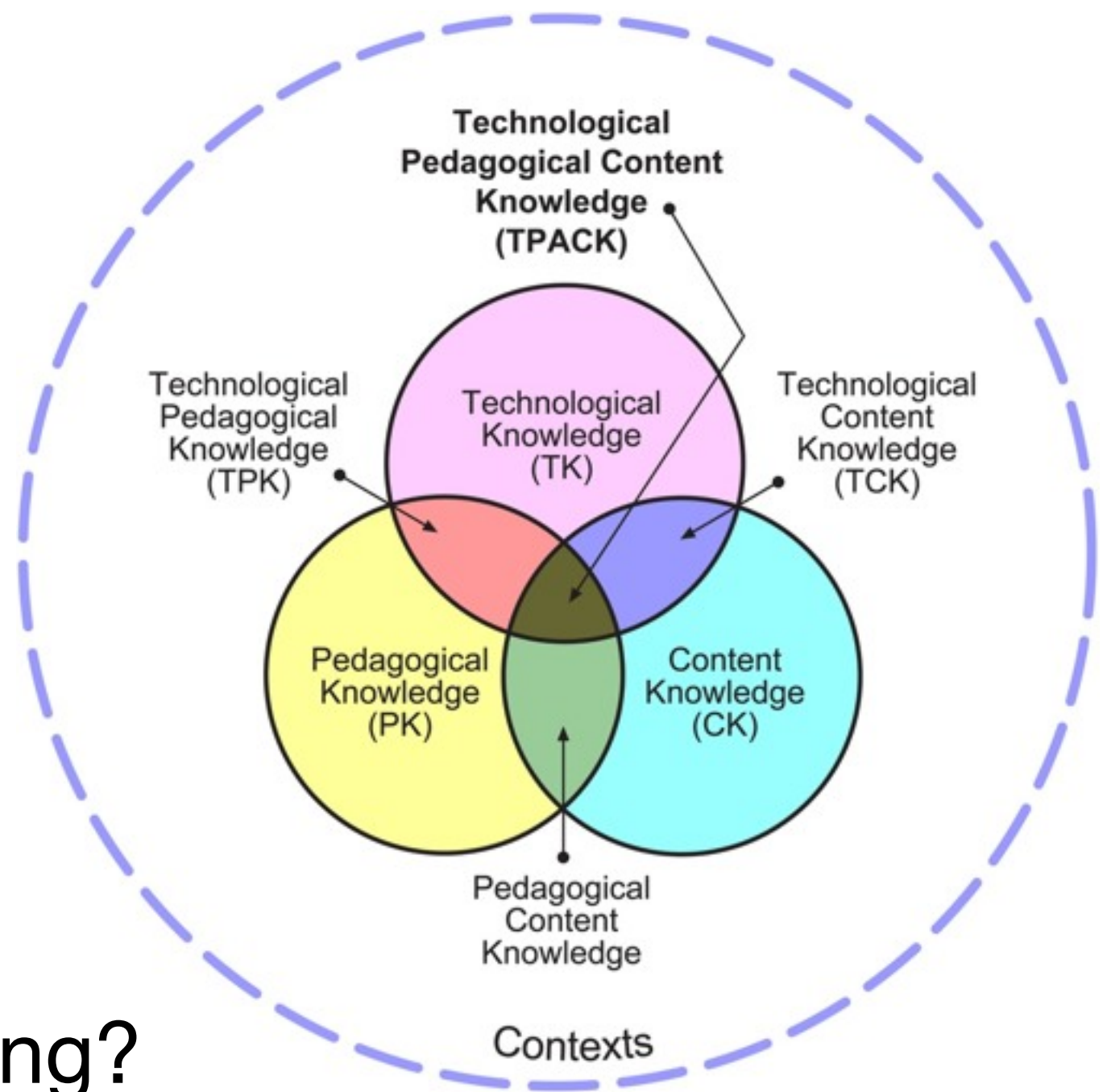
HEAT



<http://www.flickr.com/photos/gt8073a/5006933956/>

Saturday, May 5, 2012

Looking Under the Hood



1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?

Saturday, May 5, 2012

Was there H visible?
Was there E visible?
Was there A visible?

There is Engagement, but where is student energy focused?



the Bang! is in the process

It's all about the verbs, baby!

Saturday, May 5, 2012

“Change is a process, not an event”
sharing, collaborating, designing, re-designing, tinkering way to change



Experience the Learning

Diana Laufenberg

http://www.ted.com/talks/diana_laufenberg_3_ways_to_teach.html

Saturday, May 5, 2012

EXPERIENCE THE LEARNING – give kids room to “do the thing”
– let go of the idea that kids have to come to source to learn information;
consider, create, test, try, fail, regroup, re-design


Mine the process – it’s not about whether or not it’s perfect
fail, process, learn from, do better next time
learning has to include amount of failure – instructional in process

Especially true for US – need to give ourselves permission to learn, try, fail, learn & try again

Family, Friends, and Enemies!


MainInviteMy PageMembersVideosBlogsQuizPollDaddyForumManage

Latest Activity


What are you up to?

140

Share

Family, Friends, and Enemies! now has birthdays

Thursday


Nothing But the Truth

Describe the life lesson(s) you took away from this novel. Have you changed the way you feel about or do things after reading it? Use characters and situations to explain your answer.



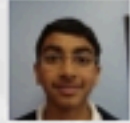
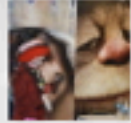
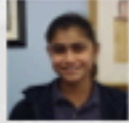




Discussion posted by **Debbie Stephens**

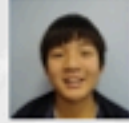
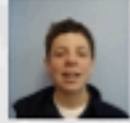
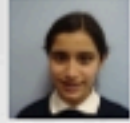






May 26


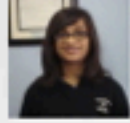







0

Krithika Nayudu replied to Braeden Saykaly's discussion 'Woodward North'

Members









+ Invite More

View All


Videos



USA National Anthem With Lyrics
Added by **Debbie Stephens**




First amendment of the United States Constitution
Added by **Debbie Stephens**





Son's of Liberty
Added by **Debbie Stephens**


Shelley Paul

Sign Out

Inbox


Alerts

Friends (2 requests)

Settings

Quick Add...

About

Debbie Stephens created this Ning Network.

Create a Ning Network! »

Invention

in practice

Saturday, May 5, 2012



Our Blog Expectations

	The post or comment needs help	The post or comment is pretty good.	The post or comment is awesome.
Safety/privacy	<ul style="list-style-type: none"> tells where you are or where you live Gives your full name Includes personal plans for the day with locations Agrees to meet someone you met on 	<ul style="list-style-type: none"> Includes things you plan to do (without using locations.) Uses first name and last <i>initial</i>. If someone asks for personal info, tell them our class agreed 	<ul style="list-style-type: none"> No birthdate If someone asks personal things, tell them that our class decided not to share those things, <u>then tell an adult</u>. Uses first name only or a username. Lists the state, but no address.

Visits from Our Neighbors



Meta

- [Log in](#)
- [Entries RSS](#)
- [Comments RSS](#)
- [WordPress.org](#)

Blogroll

<http://blogs.birmingham.k12.mi.us/hobloggers/>

Saturday, May 5, 2012

Hobloggers Network

A 4th grade student blog – a work in progress

In an effort to create their class blog, students drove discussions, considered existing models, constructed online discussion rubrics & worked to develop the desired ethos of their online community.

Be sure to check out their Blog Expectations – the categories were identified & elaborated on by the students

How Does The World Work?

about

15
Jun

end to current events (freedom of religion to human rights)

By hsw2 0 Comments

Categories: Uncategorized

Tags: hsw2

Throughout this year, I have done so many things related to issues presented throughout the world. In the beginning, it was Freedom of Religion, learning and researching about how the world views and respects or disrespects freedom of religion. In the end, I've found that although many tallies have been made on each side of the perspective chart, no one can ever truly tell how the world values religion in an overview. My next topic was just odd jobs; random work connected to themes or countries that filled in part of the big picture. I learned about many different countries, from Nigeria to Italy. The topic that I chose with my group for the last unit was Human rights. Gay rights, Freedom to be Equal, the right to privacy, all of those came in play. Closing out, I'm now more knowledgeable than I was before, even though I will always have more to learn.

Signing off,

HSW2

12
Jun

obama's reply to my letter

By mww1 0 Comments

Categories: Uncategorized

June 9, 2011

Dear Friend:

<http://blogs.birmingham.k12.mi.us/whitmer/>

June 2011
May 2011
April 2011
March 2011
February 2011
January 2011
December 2010
November 2010
October 2010
September 2010
August 2010

admin

Log in

Entries [RSS](#)

Comments [RSS](#)

[WordPress.org](#)

clustmap



bcs

Class Bookmarks

Current Events Wiki Page

Global Voices

recent comments

bam2 on Immigration and Birthright

Saturday, May 5, 2012

Current events blog for middle school students

- Notice the Cluster Map and the number of global visits
- Process over time - students working to develop their skills of asynchronous discussion, challenging the thinking of others, asking questions, connecting with experts, etc.)
- Students worked to develop a nuanced understanding of the affordances & constraints of the blog as an environment for archiving & building upon current events



Greetings From the World

-  Join this Wiki
-  Recent Changes
-  Manage Wiki



- Home
- All about us
- Awards
- Glogs about 21 countries where Spanish is spoken
- Glogs about Argentina
- Glogs about Australia
- Glogs about Brazil
- Glogs about Brazilian culture, history & music
- Glogs about Brazilian Flora & Fauna
- Glogs about Brazilian states
- Glogs about Lebanon
- Glogs about Macau
- Glogs about North Carolina, USA
- Glogs about Singapore

★ **home**

Page ▾

Discussion (14)

History


Notify Me

 PROTECTED

A warm welcome to new members of our wiki!

We are looking forward to learning with you and from you.

Please share with us the glogs that you and your students have created about your city and country.

Feel free to send me a message on the wiki or on [Facebook](#) 

All the best

Arjana

 137

 Like



Students



Posters



<http://greetingsfromtheworld.wikispaces.com>



Let's Go West!

A third grade study of Westward Expansion along the Oregon Trail.



The Oregon Trail started in Independence, Missouri. There were other trails like the Santa Fe Trail and the California Trail.

The first people to go on the Oregon Trail were Marcus and Narcissa Whitman. Sometimes pioneers followed each other in a wagon train. They wanted to move out west to have more farm land because their towns were so crowded.

The Oregon Trail has landmarks like Columbia River, South Pass, Fort Laramie, Independence Rock, Jail House Rock, Platte River , Chimney Rock, and Soda Springs. The Oregon Trail ends in Oregon City.



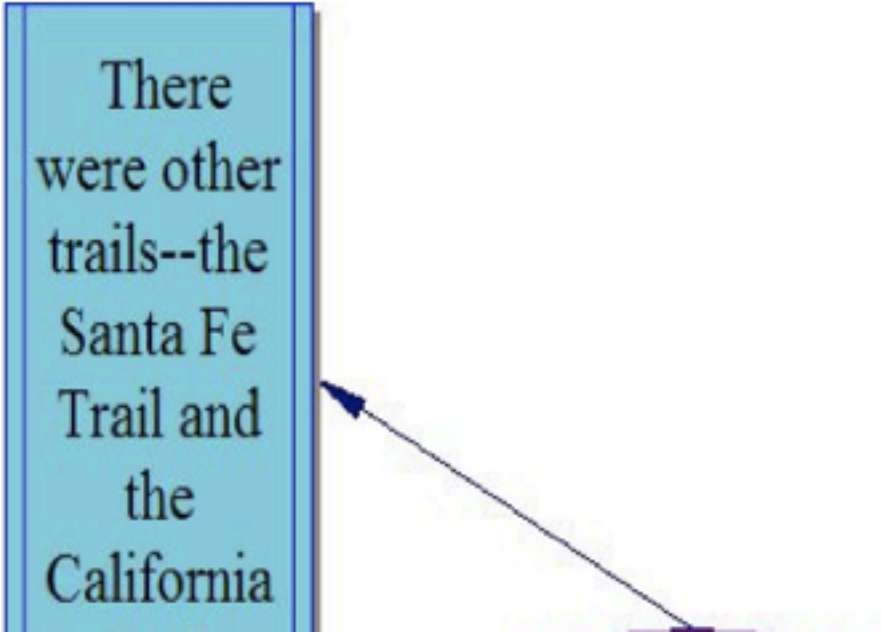
- [Join this Wiki](#)
- [Recent Changes](#)
- [Manage Wiki](#)

[Search](#)



HOME

- Introduction**
- [1800-1861 Timeline](#)
- [1850-1869 Timeline](#)
- [Explorers](#)
- Oregon Trail**
- [Jumping Off Places](#)
- [Hardships and Diseases](#)
- [Wagons](#)
- [Supplies](#)
- [Luxuries & Necessities](#)
- [Daily Chores](#)



<http://gowest.wikispaces.com>

Holocaust Wiki Project

From APWH Wiki

Jump to: [navigation](#), [search](#)

Overview

While not the only example of genocide in history, the Holocaust is the most significant example of a state attempting to murder an entire group based upon religion and false notions of ethnicity. With Adolf Hitler's suicide and the defeat of Nazi Germany, the world watched in horror as the camps were discovered and the true nature of the Final Solution was revealed.

Often, when studying history, the details are lost in an attempt to fully understand the bigger picture. We do not look at what the individuals faced, the decisions they had to make. This project will not only examine the Holocaust as a whole event, but delve deeper into the history to see what choices people had to make as the Nazis stormed their homes, took them to ghettos, and forced them to dig their own graves.

It will be important to approach this subject with caution and seriousness. It was a horrible experience that we can never recreate or even relate to. As you create your story, pay close attention to the details. Read the stories of those who lived and were able to share with world what they experienced. This project will hopefully draw you into the time period and help you understand it more thoroughly.

Samples from last year: [Period 1](#) | [Period 2](#)

[Home](#) | [Part 1: Background](#) | [Part 2: The Simulation](#) | [Resources](#)

[Period 1](#) | [Period 2](#) | [Period 3](#) | [Period 4](#)

[About this Project](#)

Retrieved from "[http://www.ahistoryteacher.com/~ahistory/apwhreview/index.php?title=Holocaust Wiki Project](http://www.ahistoryteacher.com/~ahistory/apwhreview/index.php?title=Holocaust_Wiki_Project)"



<http://www.flickr.com/photos/79473237@N00/>

If You're Done...

You're Dead!

Saturday, May 5, 2012

without process, it becomes checklist

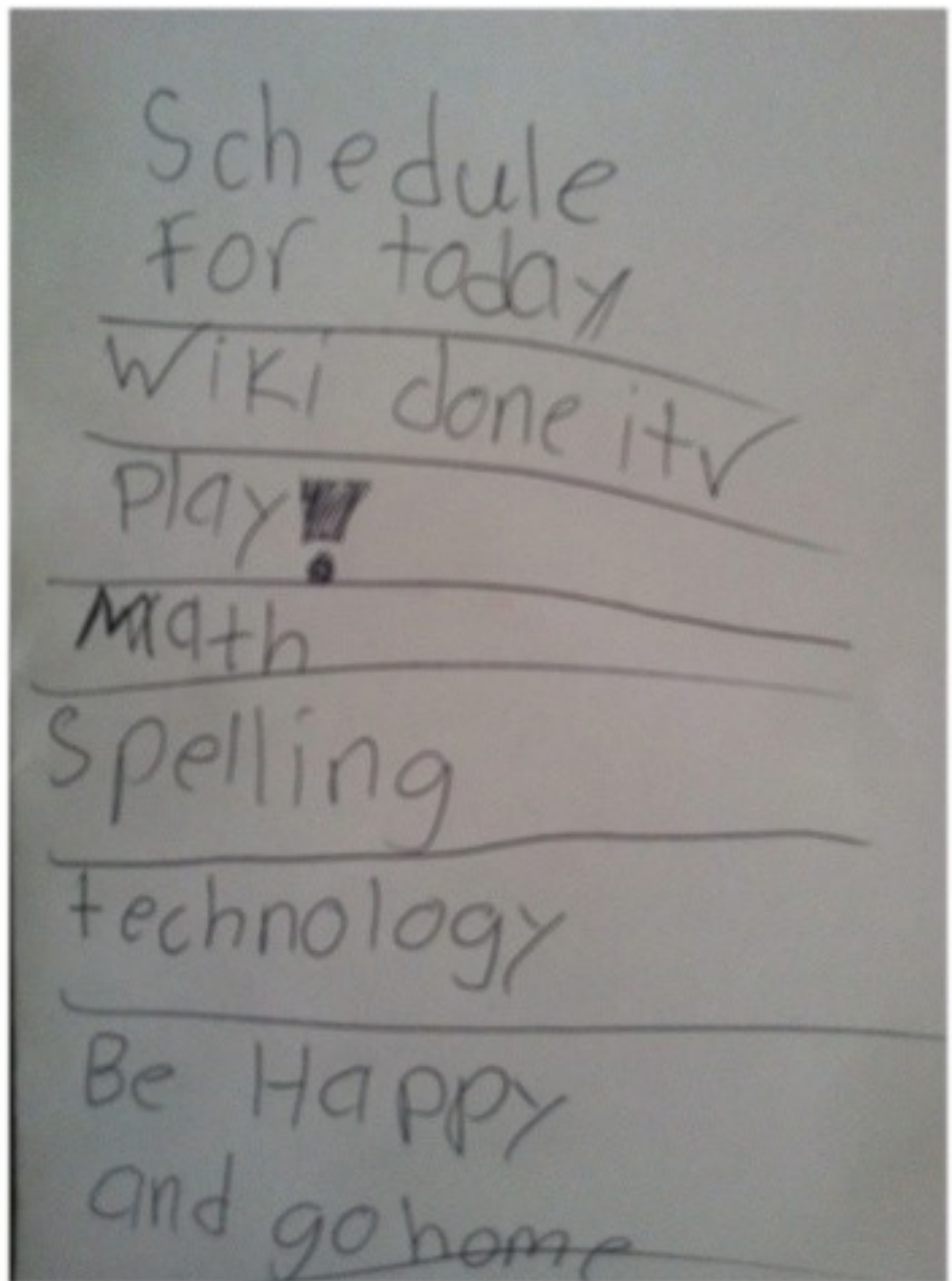
fall prey to one hit wonders or superficial use (bling!)

Bling! - chasing new, latest shiny thing = lost opportunity for realizing full potential of tool

Wiki - often too quick to let go and move on (to something else)

Wikis

- ☒ digital
- ☒ free
- ☒ low floor
- ☒ wide walls
- ☒ high ceiling
- ☒ collaborative by design
- ☒ for ALL learners






Saturday, May 5, 2012

Sara

risk of trying to fit technology resources into curriculum

Actions

-  Join this Wiki
-  Recent Changes
-  Manage Wiki

Search 

Navigation

- Home
- All Pages
- Moodle
- Blog

- Assessment
- Curriculum
- Digital Share
- Formative Assessment
- Links
- Pedagogy
- Returning 2010-11
- Tag Cloud
- Technology

Help

activity time - april 2011

May Digital Sharing Space

please post under your name

<http://ignite.wikis.birmingham.k12.mi.us/>

Brownrigg

paste link here

Add description or explanation here

Fontichiario

<http://beverlyraisingcain.blogspot.com> 

Our new book club for staff just launched. By setting up a series of blog posts with no content (just a subject), the home page acts like a table of contents, and each staff member comments at the end of each chapter. We wanted each person to reflect without being guided by a facilitator. Last time we tried this, we found that newer comments often referred to earlier comments. A face-to-face discussion, which goes beyond personal reflections to consider implications for our school community, concludes the book club. We found that our busy staff liked this approach.

Llewellyn

<http://mywebspiration.com/members/launch-page> 

This is a graphic organizing site that is just like Inspiration but can be shared between students. Students or teachers invite members to a common "web." This can also be accessed at home while our Inspiration cannot be accessed unless they own the program.

Maldonado

This website was a great lead in for the multiples of nine lesson I did in math class

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[Whitmer](#)

[Wilkie](#)

Teachers Learning Network

Transparency

search

Search

Recent Posts

Young Minds, Fast Times 2011-12

Turning on the Lights 2011-12

Digital Divide 2011-12

Engage Me, Enrage Me 2011-12

Shaping Tech for the Classroom

Recent Comments

adam on the bling or the bang?

mw06bps on Alan November interviews Dr. Yong Zhao

ms03bps on Killing Creativity, Sir Ken Robinson

cd11bps on Alan November interviews Dr. Yong Zhao

ab05bps on Alan November interviews Dr. Mitch Resnick

Blogroll

Current Article

the bling or the bang?

By [sw13bps](#) on Mar 23, 2010 in [Theory](#) and tagged [Podcast](#), [Theory](#)

Questions:


How do you avoid being distracted by the “bling” - the glitz, glimmer & gimmicks of activities laced with entertainment but lacking in rigor or value?

What guidelines do you use to develop activities with “bang!” – those that offer students an opportunity to build or strengthen their repertoire of skills (probing, exploring, questioning, awakening prior knowledge, identifying, validating, synthesizing, inferring, leveraging, etc.)




Resources:

[From Now On – The Educational Technology Journal](#)

[traits](#)

Podcast: [blingorbang2](#)

BOOKMARK

 ...

Pages

BLC10: MIT Scratch Lab

Creating Edutopia

Student Voices

Welcome to Our Ignite BPS Blog

About Ignite

Lesson Ideas

Recent Post

Young Minds, Fast Times 2011-12

Turning on the Lights 2011-12

Digital Divide 2011-12

Engage Me, Enrage Me 2011-12

Shaping Tech for the Classroom

Alan November interviews Dr. Yong Zhao

Alan November interviews Dr. Mitch Resnick

Killing Creativity, Sir Ken Robinson

blc: Friday

blc: Thursday

Categories

Audiocast (3)

Sustained Dialogue

Considering Critical Questions

<http://blogs.birmingham.k12.mi.us/ignitebps/page/2/>

Our Brainstorm of Ideas:

- **Evan:**

- a robotic maid
- touch computer screen
- food appears out of nowhere
- "talking" animal collars

- **Greg:**

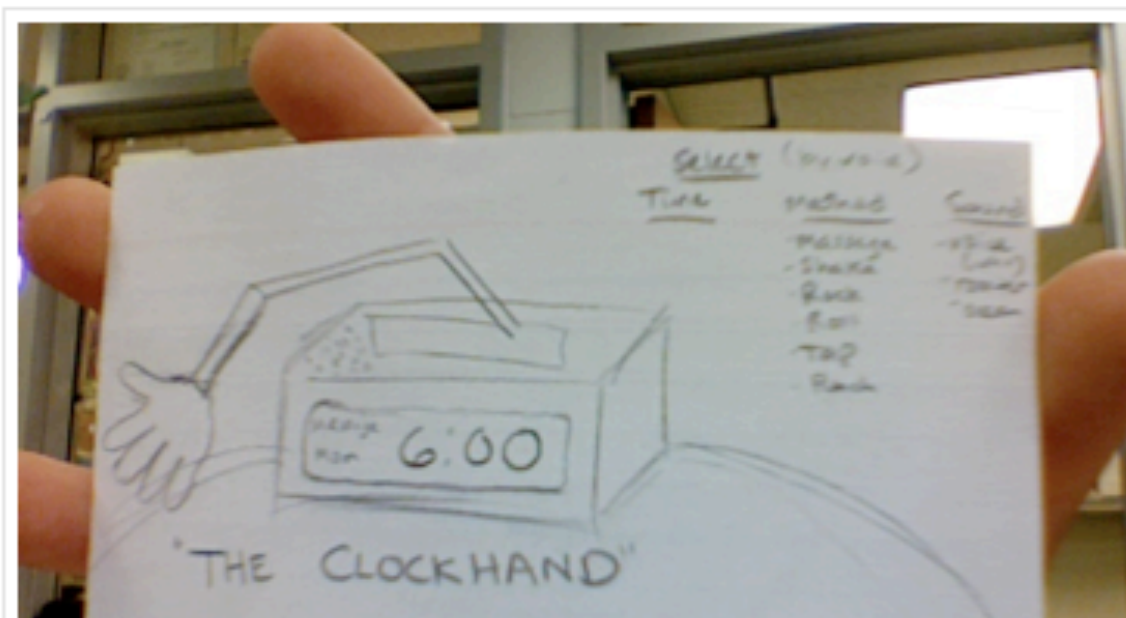
- homework machine
- tapping alarm clock
- sensor lights
- tv that reads your mind and sets to wanted channels
- customized breakfast in seconds

- **Kristy:**

- lunch tray with customized meal
- automated dishwasher
- desks/chairs that automatically fit to person in it
- automatic bed maker
- automatic dust magnet

Our Design Plans:

The Clockhand



Student/Teacher "PD" (pedagogical development)

<http://brainyard.wikispaces.com/sepsd251>

Collaborative Processing

Google docs Third new planning doc..... Private to me + 7 more Saved 7/27/11 8:25 AM

File Edit View Insert Format Table Tools Help

Styles Verdana 12pt B I U A Link

Shelley - purple (and black)
Debbie - pink
Joanne - orange
Susan - red
Ellen - dark blue
Jennifer - green
Kaye - light blue

It's **how you USE** the technology to support pedagogy and content goals

- Right technology and right pedagogy -- teacher as curriculum designer.
- Know how the tools fit to really light up learning

I still think such a good grasp on this is what someone (Shelley, maybe) said: Technology is the pay-off, used as the culmination to a unit of study or as a way to publish work.

At first, maybe, but it ultimately should DRIVE/transform classroom process -- it's more than just publishing. It's changing the way teaching and learning transpires. (I am not implying to replace important real world experiences and learning -- more like how those Skype conferences changed how the students were able to access info and create knowledge).

Grow Together
Peer2Peer

I do like the grow together theme and I think we should do an initial survey to see what areas the teachers might want to expand in their curriculum with technology

I like the growing together theme, too. Remember the Pike's Nursery "Let's Play in the Dirt Again" campaign??? We can ask folks to think about, without divulging answers, how long it has been since they have "played in the dirt?" I really think the survey is important...rather than going with our interests, let's see what folks are interested in and we could tailor something a bit more specific. We should do that ASAP, perhaps the week after the Faculty work day.

I think we should have a "symbol" of our group...growing together could be a pretty plant or something in the classroom...a small peace lily which has a pretty blossom, and also always perks back up when you let it get too dry. I know..that's goofy, but you get the idea!

Timeline?

https://mail.google.com/mail/?tab=om

Saturday, May 5, 2012



Locate the Learning

Check Under the Hood

Saturday, May 5, 2012

Locate the Learning

When designing, always consider: Where is the learning? How can you tell?



<http://www.flickr.com/photos/52606832@N03/5349988253/>

Prioritize the Energy

Where is the focus?

Saturday, May 5, 2012

Prioritize the Energy

Where is the focus of student energy and attention? (HEAT)

TPaCK - moving across stage;

you design learning experience so students are moving around the stage

allow yourself to dwell in the possibilities presented by the intersections of T,P & C



<http://www.flickr.com/photos/apenguincalledelvis/4262022435/>

Seek Small Wins

snowball

Saturday, May 5, 2012

Seek Small Wins

Processes as well as projects; Tinker towards change; Consider models
Set yourself & kids up for small successes

- willingness to seek and focus on small wins (snowball) - script the critical moves - “what is your first/next, concrete, critical. low-bar step?”
- In summary



<http://www.flickr.com/photos/abnormal86/2466086974/>

Build Balance Over Time

Saturday, May 5, 2012

Build Balance Over Time

Design experiences across the stage (TPaCK/SAMR);

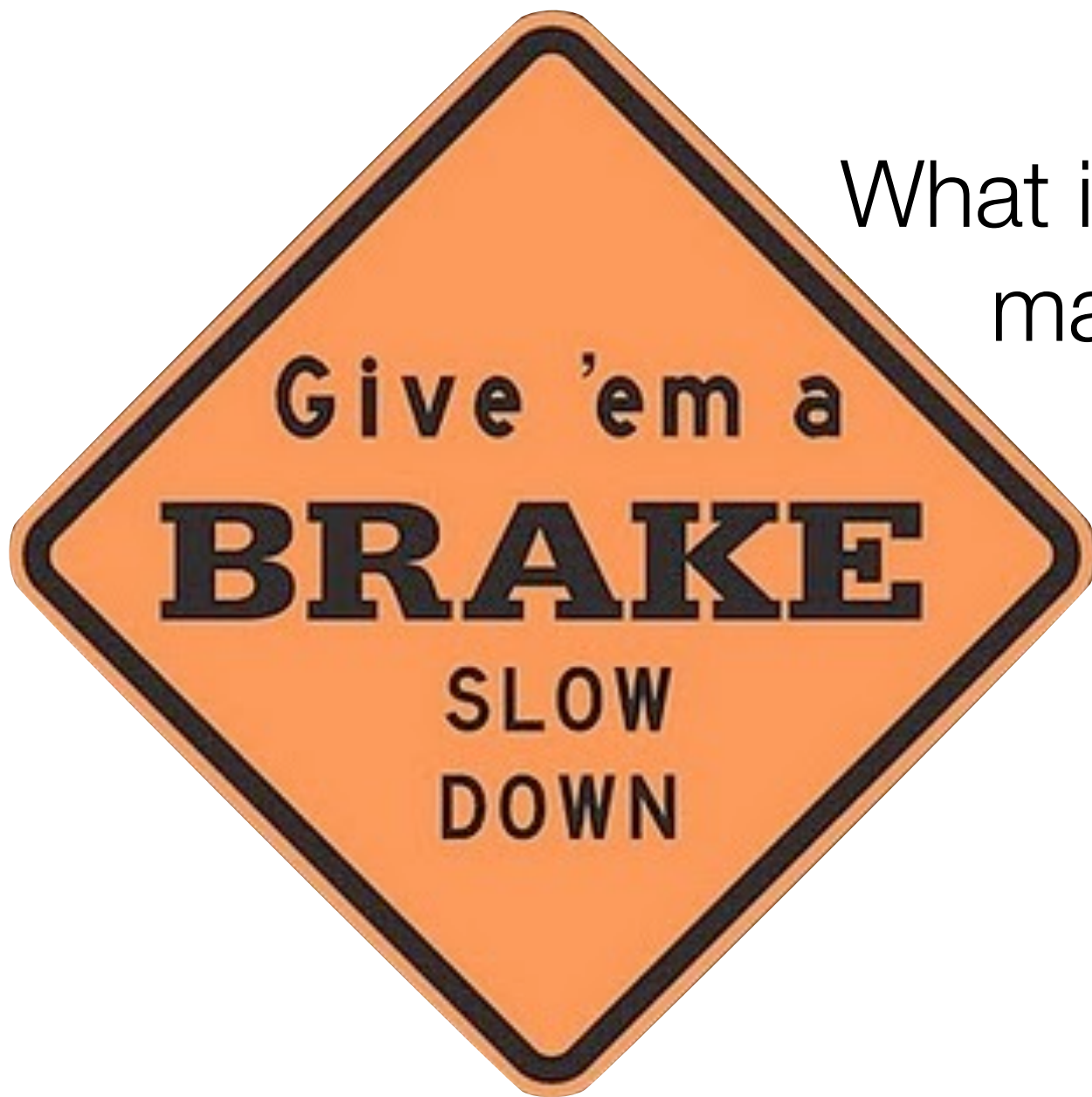
Lead w meaningful learning

“Tool set should follow mind set”

“Like other leaders,
great teachers understand
that best practice
cannot be defined outside the context
in which it occurs.

What is best practice in one context
may be malpractice in the next.”

P. Schlechty, Working on the Work



Saturday, May 5, 2012

Mine the Process

Instead of falling prey to bling!
Mine the process for the bang!

Pedagogical Grit

Stick-to-itiveness

Iterations

Tinkering

Failure

Reflecting

Reframing



<http://www.flickr.com/photos/ableman/144374418/>

Saturday, May 5, 2012

- pedagogical grit/stick-to-it-tiveness (boot camp)
- persistence, try & try again
- celebration of failure



Roy McCloud

@roybps

Sara Wilkie

@sewilkie

#bbang

Bling v. Bang!